DOCUMENT RESUME

ED 325 163 JC 900 560

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TITLE Non-Returning Students: Fall 1987-Spring 1988 Telephone Survey. Report EA88-8.
INSTITUTION Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.
PUB DATE Jun 88
NOTE 55p.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Attendance Patterns; *College Attendance; Community Colleges; Dropout Prevention; Dropout Research; *Dropouts; Enrollment; Questionnaires; *School Holding Power; *Stopouts; *Student Attitudes; Student Attrition; Student Characteristics; Telephone Surveys; Two Year Colleges; *Two Year College Students; Withdrawal (Education)

ABSTRACT

In 1988, a telephone survey was conducted of students at Prince George's Community College (PGCC) who were enrolled in fall 1987, but who were not registered for spring 1988. The purposes of the study were to ascertain students' reasons for not returning to PGCC and to determine what the college could have done to influence the non-returning students to stay. Out of an interviewee pool of 767 non-returning students, 343 (54%) were contacted and successfully interviewed. The demographic and academic characteristics of the respondents closely reflected those of the total target population of 5,222 non-returning PGCC students. When asked to cite their primary reason for not returning to PGCC, 22.3% gave reasons relating to employment, 12.2% indicated that they had transferred to another school, 11.3% gave financial reasons, 9.2% said that they had achieved their immediate goal, and 6.3% cited health problems. To determine the demographic or academic characteristics that might have had an impact on the reasons for not returning to the college, students in each of these response categories were further subdivided for analysis by race, gender, age, full-/part-time status, most recent educational goal, admission status, and cumulative grade point average. Less than 20% of the respondents said the college could have done anything to have influenced them to return for the spring semester. Of the 315 people who responded to the question, 85% indicated they would be returning to PGCC. The appendixes, which comprise the bulk of the document, provide data tables, respondent comments, and the survey instrument. (JMC)

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NON-RETURNING STUDENTS

FALL 1987 - SPRING 1988

TELEPHONE SURVEY

Report EA88-8

Kay R. McCoy

prepared by the

Office of Institutional Research and Analysis

Prince George's Community College

June 1988

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PRINCE GEORGE'S COMMUNITY COLLEGE
Office of Institutional Research and Analysis

NON-RETURNING STUDENTS, FALL 1988 - SPRING 1988
Telephone Survey

Enrollment Analysis EA88-8

INTRODUCTION

During the Spring 1987 semester Dr. Bickford formed a college-wide ad hoc working committee on retention which, among other tasks, was mandated to collect data on why students do not return to the college after having attended one or more semesters. One of the methods chosen to gather this information was a telephone survey of Fall 1987 students who did not return in Spring 1988. The research questions to be answered by the survey were:

1. What are the reasons students do not return to Prince George's Community College?

2. What could the college have done to influence these non-returning students to stay?

This report summarizes the results of that survey.

METHODOLOGY

DESIGN

There were 5,222 Fall 1987 students who were not registered in any credit courses as of the Spring 1988 third week official statistical date. A systematic sample of 1,044 of these non-returning students was selected for telephoning in order to ensure 400 completed interviews. (Four hundred interviews were targeted to obtain a tolerated sampling error of +/- 5 percent at a 95 percent confidence level.)

A questionnaire was developed and tested for ease of administration and effectiveness in answering the research questions.

The Retention Committee suggested that volunteer faculty, staff and administrators be trained to do the telephone interviewing. The Office of Institutional Research and Analysis estimated that 10 interviewers could complete 400 interviews in a little less than 3 three-hour shifts (see "Project Specifications" in the Appendix C). According to the proposal, interviewers would be

required to attend a training session to ensure consistency in interview techniques. Telephoning would take place in a room on campus large enough and with enough phones for 10 people, and supervision of the interviewers would be provided by the Research Office. A memo was sent to each of the constituency leaders requesting four volunteers from each group. (Copies of the memos are in the appendix.) Interviewing sessions were scheduled for two evenings and one afternoon.

IMPLEMENTATION

Unfortunately, implementation did not work as planned. None of the constituency groups was able to come up with four volunteers and none of the volunteers could work all three shifts in the supervised telephoning area. The final result was nineteen interviewers with some of them working unsupervised in their own offices or at home. This means that there could have been considerable variation in interviewing style. The fact that there were new interviewers in each session rather than the "experienced" interviewers expected in the second and third sessions also resulted in fewer than the desired 400 interviews being completed.

Although only 343 interviews were completed, analysis suggested that the results would not have been very different if 400 had been completed. Frequency distributions were examined with the responses from 182 interviews entered into the data base, again with 248 and again with 343. The percentage of respondents who mentioned each of the top 4 major reasons for not returning did not vary more than one percent; therefore, it is unlikely that the percentages would have changed if 400 interviews had been completed and entered into the database.

RESULTS

RESPONDENT PROFILE

The interviewers attempted to contact a total of 767 non-returning students by telephone. There were 76 wrong numbers and 60 disconnected numbers; interviews were completed with 343 (54%) of the 631 students with accurate numbers.

The table on the next page shows the percentages by race, sex, age, full-time/part-time, most recent goal, admission status, and cumulative grade point average for the respondents and for the target population (all 5,222 Fall 1987 students who did not return to PGCC in Spring 1988). As can be seen, the demographic and academic characteristics of the respondents closely reflected those of the target population; there was no evidence of

respondent bias. This is a major advantage of a telephone survey over a mail survey. (See "Project Specifications" in Appendix C.) We can feel comfortable that the views of the respondents were representative of the entire Fall 1987 - Spring 1988 non-returning student population.

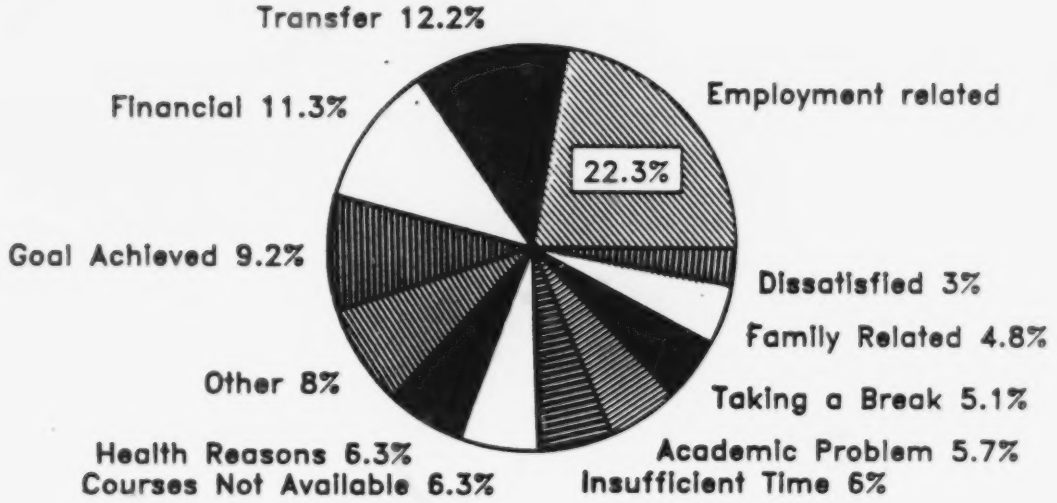
PROFILE COMPARISONS
TARGET VS. RESPONDENT POPULATIONS

	PERCENT OF TARGET POPULATION (5,222)	PERCENT OF RESPONDENT POPULATION (343)
White females	29%	31%
Black females	29%	28%
White males	21%	23%
Black males	15%	13%
Other females	3%	3%
Other males	3%	3%
Under 21	24%	24%
21 - 25	22%	20%
26 - 35	31%	27%
36 - 60	20%	24%
Over 60	3%	4%
Part-time	85%	88%
Full-time	15%	12%
Goal = AA	48%	41%
Goal = Courses	33%	35%
Goal = Certificate	13%	15%
Goal = Missing data	5%	8%
Continuing	36%	38%
New	27%	24%
Transfer	12%	11%
Readmit	25%	26%
GPA = 0	20%	18%
GPA = .01-.99	5%	5%
GPA = 1.00-1.99	16%	15%
GPA = 2.00-2.99	28%	28%
GPA = 3.00-3.74	20%	23%
GPA = 3.75-4.00	10%	11%

WHAT WAS THE **MAJOR** REASON FOR YOUR NOT RETURNING TO PRINCE GEORGE'S COMMUNITY COLLEGE?

This question was asked first as an open-ended question to get responses without any prompting. In addition, after the respondents gave their major reason, they were then read a list of 20 possible reasons and asked to rate each one as "a major reason, a minor reason, or not a reason for your decision not to return to PGCC." The responses to the open-ended question were grouped into 13 categories for easier analysis. The individual responses are included in Appendix A. The graph below illustrates the breakdown into the 12 categories.

REASONS FOR NOT RETURNING
Fall 1987 - Spring 1988



(N = 336)

Of the 336 respondents who answered the open-ended question, 75 gave reasons relating to employment. Forty-one of the respondents said they had transferred to another school. Financial reasons were given by 38 respondents and 31 said they had achieved their immediate goal. Looking at reasons which the college might have some control over shows that only 10 respondents said something to indicate they were dissatisfied with the college in any way. Nineteen respondents admitted having academic problems, and 21 said that the courses they wanted were not available when they could take them. (See page 13 in Appendix A for a table showing numbers and percentages for all the categories.)

An effort was made to determine what demographic or academic characteristics might have had an impact on the reasons for not returning to the college between Fall 1987 and Spring 1988. On each of the next 6 pages is a analysis of the major reasons given by the following different demographic and academic breakdowns:

Race and Gender

Age

Full-time and Part-time

Most Recent Goal

Admission Status

Cumulative G.P.A.

MAJOR REASONS FOR NOT RETURNING
FALL 1987 - SPRING 1988
BY RACE AND GENDER

Four race/gender groups were made up of enough respondents to make separate analysis meaningful. The graph shows the top reasons given by white females, white males, black males, and black females.

Twenty-seven of the 105 white females gave employment as their major reason for not returning to the college in Spring 1988. Health-related reasons were given by 13 (12%) of the white female respondents, a much higher percentage than in any other race/gender category.

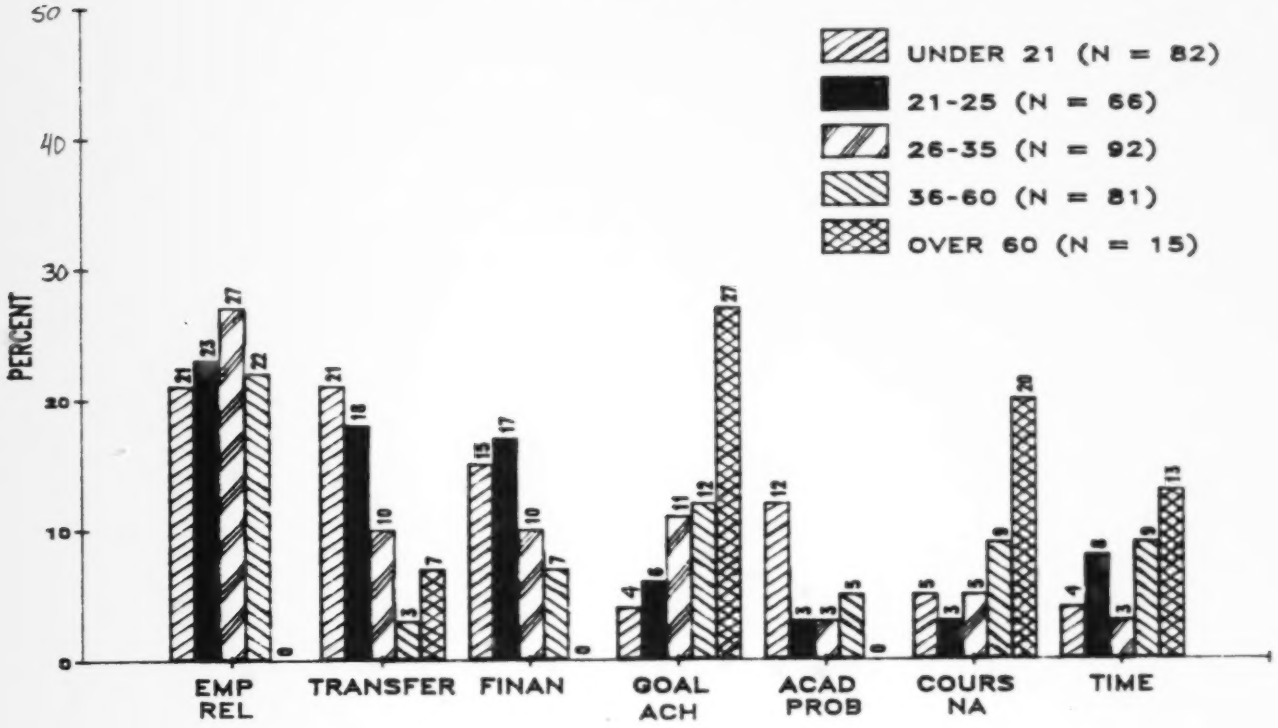
Out of 76 white males, 18 (24%) said they did not return in Spring 1988 due to employment-related reasons. The other reasons most often mentioned by white males were that they transferred to another college or that they had achieved their immediate educational goal.

Nine of 42 black males (19%) gave employment-related reasons for not returning to the college in Spring 1988. Another 8 gave financial reasons and 7 said they had transferred to another school.

Employment-related reasons were also given by 18 of the 94 black female respondents, while 17 gave financial reasons for not returning. Eleven black females (12%) said that courses were not available when they could take them.

MAJOR REASONS FOR NOT RETURNING

FALL 1987 - SPRING 1988
BY AGE GROUP

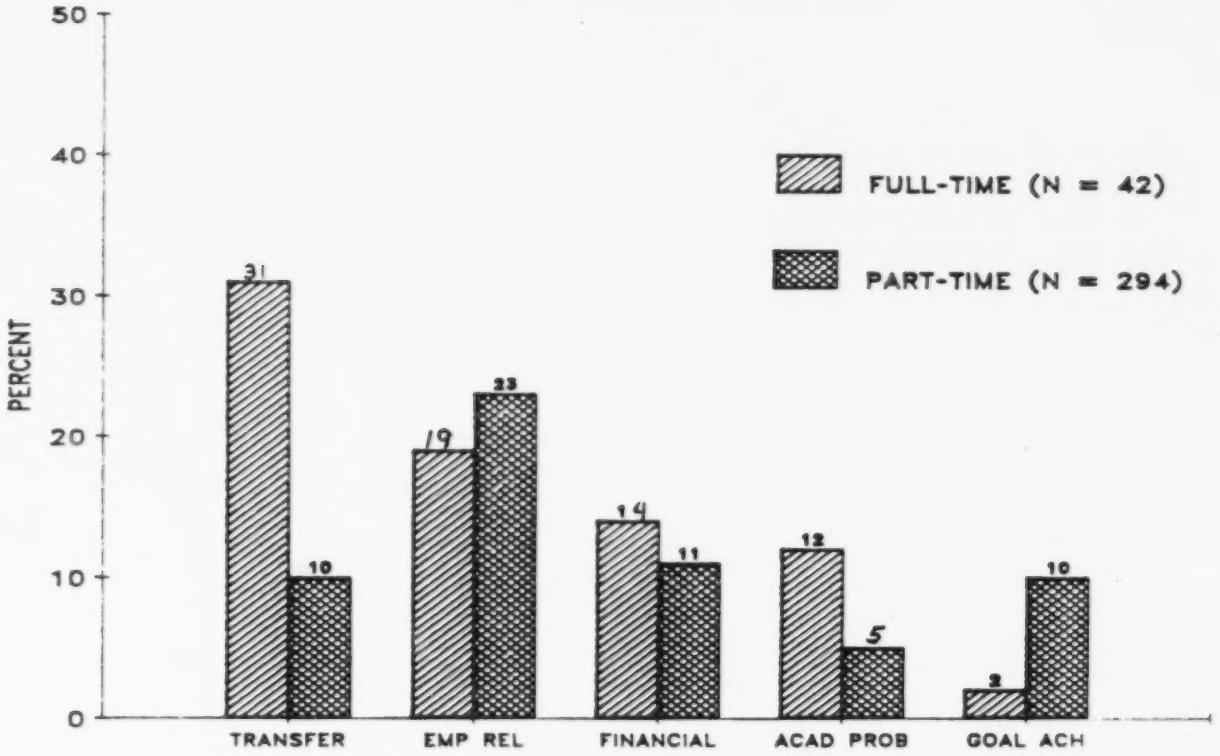


Several trends are noticeable when looking at the reasons given by age group. Employment becomes more important through age 35, then becomes less important - to the point that none of those over 60 mentioned employment as a reason not to return to the college. Transferring to another college was tied for the number one reason for the under 21 age group, but becomes less important for each older age group (one respondent over 60 did give transferring as a reason for not returning!). Financial reasons, also, after an initial rise in importance through age 25, became less important as a reason for not returning as age increased. Reasons frequently given by the older non-returning student included immediate goal achieved, courses not available when wanted, and insufficient time to take courses. One additional reason was mentioned by those respondents under 21. Ten of 82 (12%) respondents in that age group admitted to having had academic problems.

MAJOR REASONS FOR NOT RETURNING

FALL 1987 - SPRING 1988

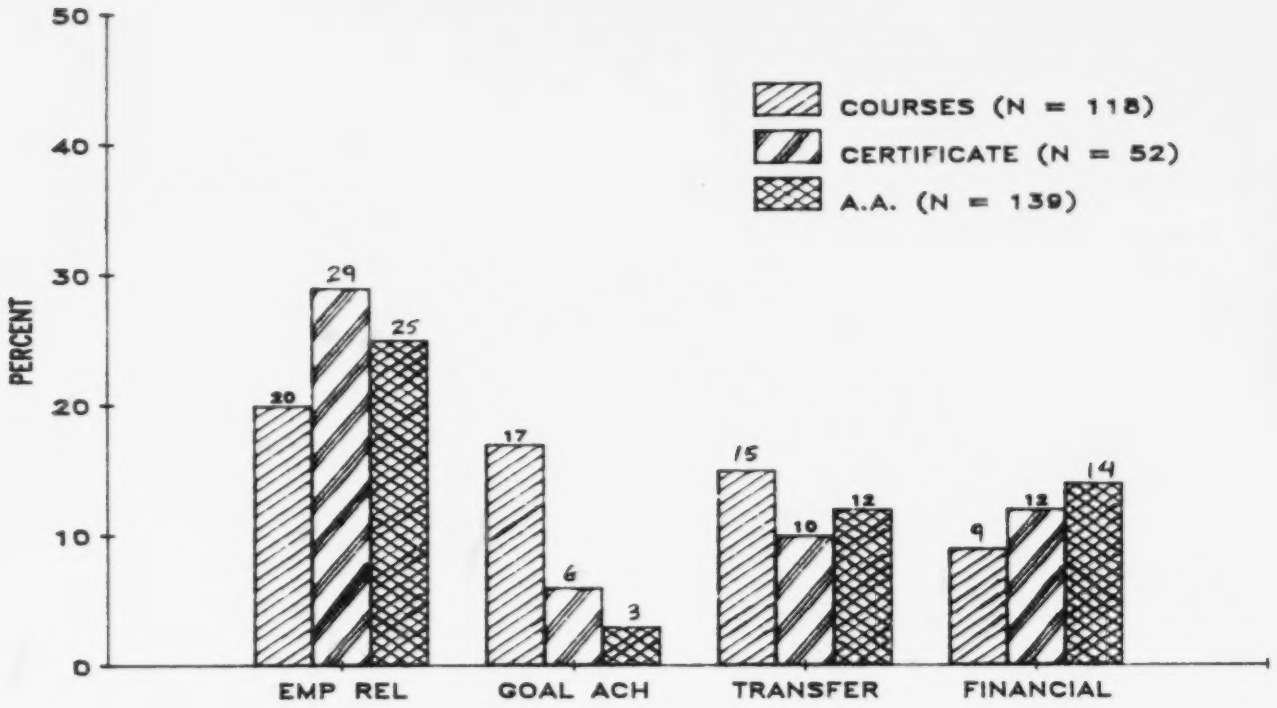
FULL-TIME AND PART-TIME STUDENTS



Eighty-eight percent of the survey respondents were part-time in Fall 1987. Twenty-three percent of the respondents who were part-time gave reasons for not returning that were related to employment. Also important to that group were reasons relating to transferring, financial problems, and achieving their immediate goals.

Almost a third of the 42 respondents who were full-time said they had transferred to another school. Eight gave employment related reasons and 6 said they had financial problems. Five of those who were full-time said they did not return due to academic problems.

REASONS FOR NOT RETURNING
FALL 1987 - SPRING 1988
BY MOST RECENT GOAL



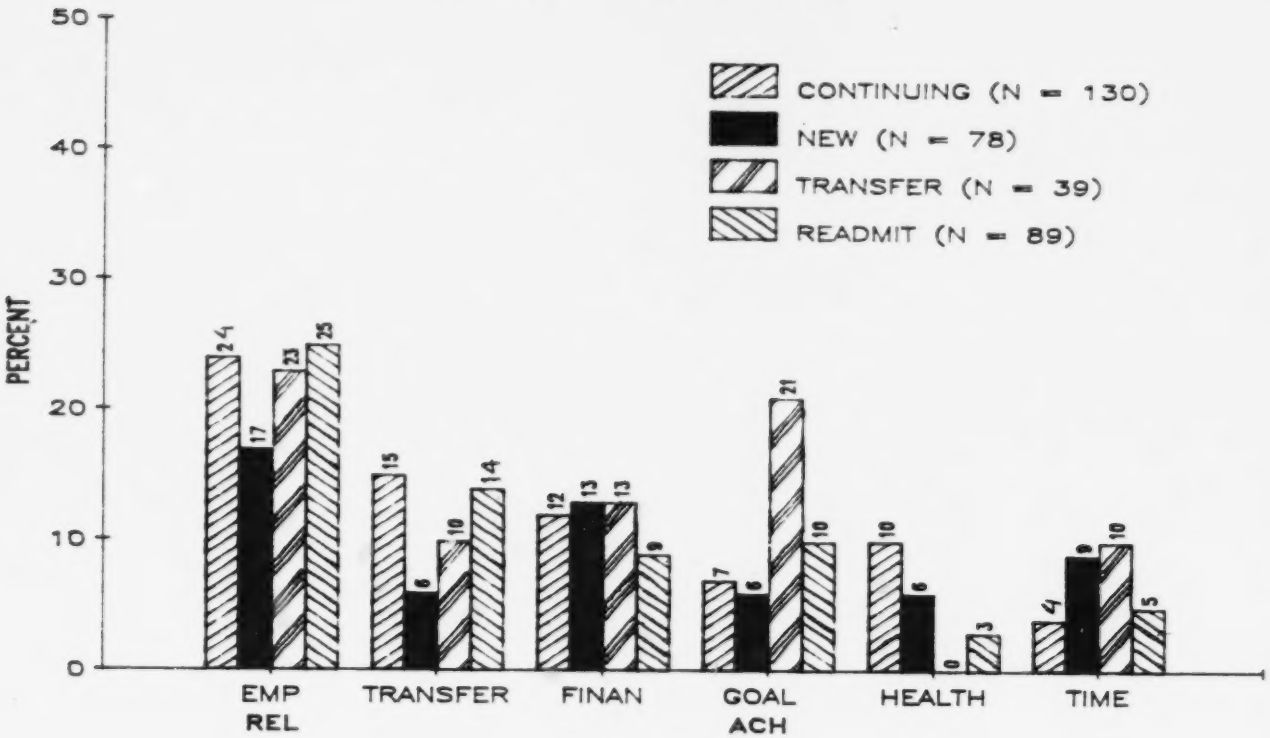
As the graph shows, no matter what the student goal was, employment-related reasons were given most often as the reason for not returning to the college in Spring 1988.

Thirty-eight of the 118 respondents (32%) whose goal was to take courses only said their goal was achieved or that they had transferred to another school.

After employment demands, the reason given most often by the respondents whose goal was to get an AA or a certificate was financial problems.

MAJOR REASONS FOR NOT RETURNING

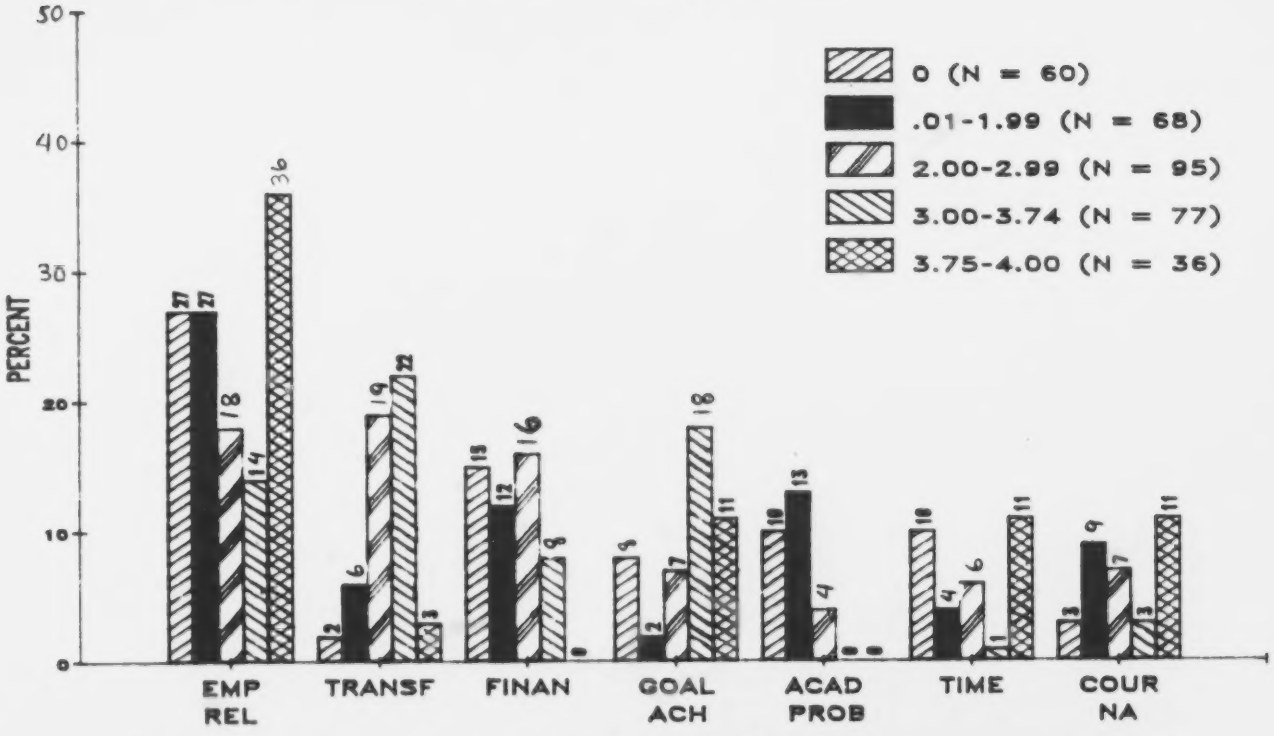
FALL 1987 - SPRING 1988
BY ADMISSION STATUS



Reasons for not returning also varied by fall semester admission status. While reasons related to job demands were given most often by respondents in all groups, other reasons were important for each subgroup. A fifth of the respondents who had attended other colleges and entered PGCC as a transfer student in Fall 1987 did not return in the spring because they had achieved their goal at PGCC. Fifteen percent of those students who were continuing their studies at PGCC in Fall 1987 left in the spring to study elsewhere. A similar proportion of those students readmitted to PGCC in Fall 1987 had transferred to another college in Spring 1988.

MAJOR REASONS FOR NOT RETURNING

FALL 1987 - SPRING 1988
BY CUMULATIVE G.P.A.



In previous retention studies it has been shown that retention improves with increased cumulative GPA, except for those students with a cumulative GPA of 3.75 or higher. Because of this, a little extra effort was put into finding out who these students are and why don't they return. The 37 survey respondents who were in this group were all attending part-time in Fall 1987. They tended to be in the 26 to 60 age group. Thirty-three of the 37 said they did plan to return to the college. Thirteen (36%) said they did not return in Spring 1988 because of employment demands. Other reasons given by at least 10 percent of the group were courses not available when wanted, insufficient time, and immediate educational goal achieved.

At the other end of the GPA scale, 16 of 60 respondents with a 0.00 GPA said they did not come back due to employment related reasons. Nine gave financial reasons, 6 admitted that they were having academic problems, and another 6 said they had insufficient time to attend school. (Some of these 60 respondents may have been auditing classes or taking developmental courses which do not award credits as opposed to failing credit courses.)

For the respondents with a cumulative GPA of .01 - 3.74 employment demands was given as a reason less often as GPA went up. Transferring to another school was given as a reason more often as GPA went up.

WHICH REASON ON THE LIST IS A MAJOR REASON, WHICH IS A MINOR REASON AND WHICH IS NOT A REASON FOR THE DECISION NOT TO RETURN TO PRINCE GEORGE'S COMMUNITY COLLEGE THIS SEMESTER?

The questionnaire had a list of 20 possible reasons for a student not returning to college. These were read to the respondent who was asked to rate each as a major reason, a minor reason, or not a reason for their decision not to return. As the table below shows, the responses were much the same for this question as for the open-ended question. Employment was still the number one major reason, with financial reasons, goal achieved and transferred to another school among the top 6 major reasons. In addition, insufficient time was the major reason given by 105 respondents and change in family was given as a major reason by 47 (14%) of the respondents. (In this question a respondent could give more than one major reason, whereas, in the previous open-ended question all responses were put in only one category. For instance, many of those who responded that employment was a major reason also said insufficient time was a major reason.)

REASONS FOR NOT RETURNING
TO PRINCE GEORGE'S COMMUNITY COLLEGE
(From question with list of reasons provided)

Top Six Chosen as a Major Reason

CATEGORY	NUMBER OF RESPONDENTS	PERCENT OF RESPONDENTS
Employment Demands	131	39%
Insufficient Time	105	31%
Financial Reasons	59	18%
Transferred	48	14%
Change in Family	47	14%
Goal Achieved	45	13%

When the number of times a reason was rated as minor was added to the times it was rated as a major reason, a slightly different picture appears. (See the table in Appendix A.) Transferred drops down to the number 10 spot and other reasons given by at least 20 percent of the respondents included inconvenient class times, undecided about goals, and academic problems.

What factors were not important in influencing a student's decision not to return? The table below shows those reasons which the fewest of the respondents rated as major reasons even when prompted by the form of the question!

REASONS FOR NOT RETURNING
TO PRINCE GEORGE'S COMMUNITY COLLEGE
(From question with list of reasons provided)

REASONS RATED AS MAJOR BY THE FEWEST RESPONDENTS

CATEGORY	NUMBER OF RESPONDENTS	PERCENT OF RESPONDENTS
Registration Difficulty	4	1%
Lack of Support	6	2%
Knowledge of Where to Find Help	6	2%
High School Preparation	9	3%
Child Care	10	3%
Attention from Faculty	10	3%

When the number of respondents who rated the reasons listed above as a minor reason were added, only high school preparation was rated as a reason by more than 10 percent of the respondents. (See the table in Appendix A.)

COULD THE COLLEGE HAVE HELPED YOU IN ANY WAY WHICH WOULD HAVE INFLUENCED YOU TO RETURN TO PRINCE GEORGE'S COMMUNITY COLLEGE THIS SEMESTER?

Less than 20 percent of the respondents said the college could have done anything to have influenced them to return for the spring semester. Of those 66 respondents who did suggest something the college could have done to influence their coming back, approximately a third commented on course availability or scheduling. Nearly one half mentioned some type of additional service that could be offered by the college (Twelve of those, however, were referring to financial aid availability.) Specific comments are listed in Appendix B.

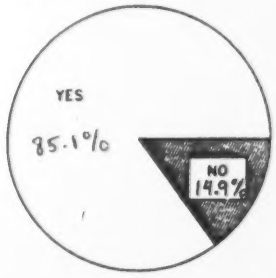
COULD THE COLLEGE HAVE INFLUENCED YOU TO RETURN?

(N = 334)

DO YOU PLAN TO RETURN TO PRINCE GEORGE'S COMMUNITY COLLEGE?

Of the 315 people who responded to that question, 85 percent said they would be returning to the college. Three-fourths of that group said they would return either in Summer or Fall 1988. Overall, of the 343 respondents, over half said they would be returning by Fall 1988.

STUDENTS PLANNING TO RETURN TO PGCC



(N = 315)

SUMMARY

The results of this survey appear to be representative and can be generalized to the overall Fall 1987 - Spring 1988 non-returning population with confidence. The profile of the respondents was nearly identical with that of the non-returning population as a whole. Analysis during data collection revealed that response fluctuation stabilized, and there was consistency of responses among similar questions.

In response to the open-ended question "What is the major reason for your not returning to Prince George's Community College?", only 15 percent gave responses that the college has any control over (dissatisfied, academic problems, desired courses not available). In response to the question "Could the college have helped you in any way which would have influenced you to return?", fewer than 20 percent said yes. Of those, approximately a third had comments referring to course scheduling or availability, and a third suggested services that could have been provided. Considering the total 5,222 Fall 1987 students who did not return in Spring 1988, the survey results suggest that around 1,000 students could possibly have been influenced to return in spring. Thus the findings relating to this 15 - 20 percent should not be taken lightly.

Overall, however, the results show students who are juggling work and school on a tight schedule and a tight budget. They were here in Fall 1987 and they will be here again as time and money permit. Eighty-five percent of the respondents said they would be returning to the college at some point. One-half said they would return by Fall 1988. Whether they actually return or not, those results dispel any theory of students leaving in droves because of any particular dissatisfaction with the college, and makes a statement about the respondents which shows satisfaction with the college and a positive feeling toward returning.

Kay R. McCoy
Supervisor
Institutional Research

A P P E N D I X A

TABLES

PRINCE GEORGE'S COMMUNITY COLLEGE
Office of Institutional Research and Analysis

NON-RETURNING STUDENTS, FALL 1987 - SPRING 1988
Telephone Survey

MAJOR REASONS FOR NOT RETURNING
TO PRINCE GEORGE'S COMMUNITY COLLEGE
(Open-ended question)

CATEGORY	NUMBER OF RESPONDENTS (336)	PERCENT OF RESPONDENTS
Employment Related	75	22%
Transferred to Another School	41	12%
Financial Reasons	38	11%
Goal Achieved	31	9%
Health Reasons	21	6%
Desired Courses not Available	21	6%
Insufficient Time	20	6%
Academic Problem	19	6%
Taking a Break	17	5%
Family Related	16	5%
Dissatisfied	10	3%
Other	27	8%

PRINCE GEORGE'S COMMUNITY COLLEGE
Office of Institutional Research and Analysis

NON-RETURNING STUDENTS, FALL 1987 - SPRING 1988
Telephone Survey

REASONS FOR NOT RETURNING
. TO PRINCE GEORGE'S COMMUNITY COLLEGE
(From question with list of reasons provided)

	NUMBER OF RESPONDENTS			
	MAJOR REASON	MINOR REASON	TOTAL	PERCENT
Employment Demands	131	45	176	52%
Insufficient Time	105	71	176	52%
Financial Reasons	59	47	106	31%
Goal Achieved	45	39	84	25%
Inconvenient Class Times	29	50	79	23%
Undecided About Goals	24	51	75	22%
Change in Family	47	27	74	22%
Academic Problems	20	53	73	22%
Courses Not Offered	24	34	58	17%
Transferred	48	8	56	17%
Poor Grades	23	29	52	15%
High School Preparation	9	35	44	13%
Health Reasons	24	15	39	12%
Quality of Instruction	17	18	35	10%
Knowledge to Find Help	6	28	34	10%
Child Care	10	19	29	9%
Relocation	17	11	28	8%
Attention from Faculty	10	17	27	8%
Lack of Support	6	21	27	8%
Registration Difficulty	4	20	24	7%

A P P E N D I X B

COMMENTS

What was the major reason for your not returning to Prince George's Community College this semester?

EMPLOYMENT RELATED

Accounting.

Already has a four year degree and with the demands of job there is not enough time for classes.

Busy at work.

Career. Husband tax accountant. Need to help him in spring.

Changed jobs - too busy to do both.

Conflict with work schedule.

Conflict with work schedule.

Decided not to complete or continue paralegal program. Job hunting.

Doing practical application of work instead of classes. (Part-time work with an instructor - tax work/bookkeeping.)

Full time work.

Full time job.

Full time employment demands.

Full time employment.

Full time job at night. Couldn't stay awake.

Got a new job that took all of his time.

Got a new full time job with a $3000 raise.

Got a full time job.

Had to work. Was worn out by fall semester.

Had to get a job.

Had to go to school for the National Guard. Missed first half of semester.

Her teaching overload.

What was the major reason for your not returning to Prince George's Community College this semester?

Hours changed at work.

Husband going overseas. Works all day. Gets off work later now. Had to study for advancement exam in Navy.

Job became more demanding.

Job requirements.

Job responsibilities intervened. Did not get to complete fall semester course.

Job responsibilities.

Job would not allow time for school.

Job.

Long hours at work -- new job.

Military would not permit her to enroll due to her duty at the time. Duty station now permits enrollment and she does plan to enroll this summer.

My job went from part time to full time and needed the money to get a car.

Needed to go back to work full time.

Not in degree program. Work too hard all the time.

Now in National Training System. Too far behind.

Now working in Pennsylvania.

On probation. Full time job.

Overtime at job.

Personal reasons and work schedule.

Promotion on job.

Real busy. Out of service, working.

She and her husband are starting a new business -- need all the extra time.

What was the major reason for your not returning to Prince George's Community College this semester?

Traveling on reserve active duty.

Tremendous amount of work at my office.

Trying to find a job.

Wanted to work full time.

Work conflict.

Was working three jobs, seven days a week. I just didn't have time.

Work conflict.

Work full time.

Work responsibilities. Plans to take last six credits in order to graduate in Fall 1988.

Work schedule conflict.

Work schedule.

Work schedule.

Work two jobs and have children.

Work.

Work.

Work.

Work.

Work. Bank was bought out by another bank and she had to learn a new computer system.

Work. Just too much to go to school also.

Work. New computer system required.

Work-travel commitment.

Working - schedule weird.

What was the major reason for your not returning to Prince George's Community College this semester?

Working - schedule weird.

Working extra hours.

Working full time and has two children.

Working overtime in job.

Working temporarily.

Working until 5 p.m. - no time for class work.

Working.

Working.

Works full time. Had four, forty hours a week courses at work and was away two and a half weeks in California for work classes.

Works full time. Course was required for real estate license.

Works full time.

DISSATISFIED WITH COLLEGE EXPERIENCE

Because of teacher -- Accounting 101.

College not serving public properly. Doesn't do a damn thing right.

Didn't have course credit because Associate Dean of Architecture did not evaluate portfolio class on time.

Didn't like college. Not happy here. Heart wasn't in it. Taking off for a while.

Financial reasons and had bad experience with teacher who wasn't there much of the time.

Had two bad experiences. Spoke with Dean of Students. Got a lot of bad attitudes (Nuclear Medicine). Lost $160.00. Bad advice and bad instructor.

Hated course. Too hard. Time problem.

What was the major reason for your not returning to Prince George's Community College this semester?

Job and money problems. She feel too many unrelated courses are necessary in her major.

Taking another course at a different college. Was dissatisfied with a previous course and now taking same course elsewhere.

Things went at too fast a pace. Felt as if she was in a herd. Faculty didn't care if they got it or not. Took a basic class in DPR in the evening, and instructor didn't want to spend time with students. Computer literacy was good however.

Time problems. Poor instructor.

FAMILY RELATED

Being married.

Dropped course because wife is having medical problems with her pregnancy.

Family obligations -- 60th anniversary, illness, work.

Going to get GED. Family member died. Related problems.

Has been taking classes for past 15 years. Last semester had to help her mother who had cancer.

Has boy in first grade who is having difficulty adjusting to school.

Husband on night shift and had to be home with her son. She works full time and is taking home study with the Department of Agriculture.

Lost husband recently.

Mother died December 7. Still recovering . Works two jobs--has an incomplete.

Mother lives with her and was seriously ill and needed her attention.

New baby.

No time -- Grandmother not too well. Needs to be there.

What was the major reason for your not returning to Prince George's Community College this semester?

Planning a wedding.

Pregnant.

Three year old twins.

Was taking care of husband who was ill.

ACADEMIC PROBLEMS

Academic dismissal was the only reason he didn't return this semester.

Academic dismissal.

Academic dismissal.

Academic probation. He had to leave the country for a time and couldn't attend class.

Academically dismissed.

Classes too difficult.

Course she was advised to take did not meet her needs. Withdrew from course in fall because it was too advanced. Only met Saturday. By third week when she realized it, too late for refund. Found noncredit course but has not yet taken it.

On probation.

Didn't feel like she could succeed. Made a "D" in EGL 101 in fall -- is presently using a private tutor.

Flunked everything in fall semester because of car accident. Academically dismissed.

Math course difficulty in fall semester -- was not achieving like she wanted to.

Not sure allowed to return. On academic dismissal, so had to stay out a semester. Now working.

On academic probation.

What was the major reason for your not returning to Prince George's Community College this semester?

On probation.

On probation. Must talk to counseling before being readmitted.

Poor grades. Took a full-time position.

The instructor's expectations were for students who had experience.

Wanted accounting course but must take math course before Accounting II. Have to find out what math course to take. Don't want to take math.

FINANCIAL REASONS

Changed jobs. New employer not willing to pay for course. Will be back as soon as possible. Misses the college. Great instructor. Tired of sitting home watching television.

Couldn't get any financial aid.

Didn't get paper work in early enough to get assistance from base.

Didn't have enough funds.

Didn't have the money to return.

Dropped two courses for financial reasons. Needed glasses to drive and see board.

Finances.

Financial problems. Felt it was nice school although he felt not ready for school now.

Financial problems.

Financial reason.

Financial reasons.

Financial reasons.

Financial reasons.

What was the major reason for your not returning to Prince George's Community College this semester?

Financial reasons.

Financial reasons. Applied too late for financial aid.

Financial reasons.

Financial.

Financial.

Financial.

Financial.

Financial.

Financial.

Financial. Changed jobs and needed to attend to personal concerns.

Financial. Plan to return in summer.

Financial. Registered, but did not pay bill.

Had to work - financial difficulties.

I didn't have money to go back this semester.

Lack of money.

Military assistance of 75% cut off. Unable to afford college on her own.

Money problem.

Money shortage. Government paid last time.

Money.

Money.

No money.

Too expensive. Has a son to care for.

Wanted to earn money.

What was the major reason for your not returning to Prince George's Community College this semester?

Work and cost per credit hour. Now working overtime. Already received one degree. Few more classes to get second degree.

HEALTH REASONS

Became pregnant.

Car accident.

Expecting a baby.

Had a heart attack in April. Had another heart attack in November. Doctor said pressure of work, death of spouse were too stressful.

Having a baby.

Health condition.

Health reason. Seven months pregnant and also has own business which picks up in the springtime.

Health reasons.

Illness.

Illness.

Knee surgery with six months recovery.

Major surgery.

Only takes gym classes and because of health reasons decided to sit out a semester.

Pregnancy.

Pregnant.

Problem with her back. No real reason to go back.

Sick.

Sick. Pregnant. Due in May. Her job relocated and she now has a one hour commute.

What was the major reason for your not returning to Prince George's Community College this semester?

Surgery was the only reason for not returning.

Was hospitalized at the beginning of the year.

Withdrew because of surgery. Well satisfied with school and program.

COURSES NOT AVAILABLE (TIME OR OFFERED)

Class cancelled -- Math 142. Found out last minute that it was cancelled and could not sign up anywhere else. Needed this class for promotion at work.

Class was cancelled. Wanted DPR 156 to be on Tuesday and Thursday. Couldn't take it on Monday, Wednesday.

Classes were full.

Could not find a class that fits her work schedule.

Course desired not offered at time that was convenient.

Courses in EFL not available.

Courses needed weren't offered during evening hours when she could come.

Courses offered were not needed.

Decided to take courses in Gerontology and there are none offered here.

Did not register in time for this semester. Classes she wanted were full. She is returning in the fall.

Didn't offer course material in electronic technology.

His class was cancelled due to low enrollment.

Job pays for classes. None were available this spring that would qualify.

No courses he wanted to take this semester.

What was the major reason for your not returning to Prince George's Community College this semester?

Scheduling problems between work and school.

Scheduling problems between working and taking courses.

Took TV Production which helped with job. Didn't really need any other course now.

Wanted word processing. But first course is just instruction, not use of computer. Tried taking a course at Largo High School, but it was cancelled.

Working full time. Evening classes not conveniently scheduled. Prefers one hour per night rather than three hours per evening.

Works at night -- needs three classes for AA. None were offered in spring.

Would love to come back. Classes start too early -- 5:00 pm. Couldn't come from Rockville. Really wants to come back. Felt classes for working people need to start later. Felt Spanish class instructor was very good.

TAKING A BREAK

Taking a break. Purchased a house in December. Funding tight.

Burned out from school. Needed to work.

Courses last semester too much -- stressed out -- out of work for four months.

Full time job, children. Needed a break.

Just didn't feel like returning this semester.

Needed a semester off.

Semester off -- break. Needed time to do portfolio for CAP course.

Still a student at the college -- simply not enrolled this semester.

Taking a break.

What was the major reason for your not returning to Prince George's Community College this semester?

Talked to counselor yesterday about coming back in fall. But had decided to take a semester off.

Tired and needed a break.

Tired of school for a while.

Tired of school.

Took a break.

Took off this semester. Now retired.

Wanted a break.

Wanted to take a break.

INSUFFICIENT TIME

Because of marriage plans, needed time to organize.

Busy with other matters. Matter of time!

Didn't have dollars or time.

Don't have time.

Emergency in the family required a great deal of out-of-town travel -- simply didn't have time.

Family responsibilities and job responsibilities are too demanding in spring for her to take classes.

Full time job. Husband started school. Has two year old which keeps her busy.

Got very busy, did not realize how hard it would be.

Involved in a community project that required lots of time.

Just time for classes in high school and job. Was a concurrent student.

Lack of time due to full time work.

What was the major reason for your not returning to Prince George's Community College this semester?

No time. Didn't have the time to dabble around - not clear on her goals.

No time. In fall, registered for audit.

Process of buying a new house and moving. Not enough time for school.

This is a concurrent student and felt there was not enough time for both high school and college.

Time problems, courses too fast paced. Family and work responsibilities.

Time schedule too difficult to manage.

Time.

Withdrew from fall semester because he had missed too many classes because of out-of-town travel.

Work, young child.

TRANSFER

After discussing situation with counselor, was advised to save money to go to Maryland next fall and not take courses here that wouldn't have transferred anyway. Enjoyed being here.

Already has AA in paralegal, wanted AA in accounting. Was advised to go to University of Maryland since only 60 credits can be transferred.

At another college now -- Trinity. When finished program there, will probably return to PGCC for other courses.

Attending Johns Hopkins.

Going to Computer Learning Institute.

Currently enrolled at UMCP.

Going to University of Maryland.

What was the major reason for your not returning to Prince George's Community College this semester?

Going to Katherine Gibbs. Just taking courses.

Going to another school -- Bowie State.

Going to University of Maryland, College Park, full time.

Graduated last spring with AA in art -- transferred to Towson University as art major. Took one personal enrichment course here in the fall after degree completion.

Had been a student at University of Maryland, but became ill and withdrew. Now continuing at University of Maryland.

He is receiving his AA here in May. Is not currently taking courses here. Plans to go on to University of Maryland.

Is now taking courses at Maryland but switches from semester to semester between Maryland and PGCC.

Just wanted one course in Logic I and wanted to go on to University of the District of Columbia.

Needed undergraduate algebra course to meet requirement for graduate school. Enrolled at Florida Institute of Technology graduate school.

Received AA in 1978. Graduating from Bowie in spring. Took one course at PGCC in Bowie program.
The Community College of the Air Force would not accept the math course he hoped to take.

Transfer student at University of Maryland.

Took classes at University College. Job began to pay for classes, so University of Maryland became cheaper and is closer to home.

Took classes here a year and a half. Decided she wanted to live away from home.

Transferred to Southern Illinois University, full time. Is in military and will take another couple of courses at PGCC in fall to help complete his degree.

Transferred to University of Maryland.

What was the major reason for your not returning to Prince George's Community College this semester?

Transferred to University of Maryland.

Transferred to University of Maryland.

Transferred to an automotive program (GM) at Northern Virginia Community College. Found a program with in-state tuition and a co-op program at NVCC.

Transferred to University of Maryland.

Transferred to University of Maryland, University College. Taking 15 credits.

Transferred to University of Maryland.

Transferred to Howard. Has B.A.

Transferred to Bowie State.

Transferred to University of Maryland.

Transferred to University of Maryland.

Transferred to Salisbury State.

Transferred to Catholic University in Engineering. Already has AA from PGCC.

Transferred. Wanted to study the Bible.

University of Maryland transfer.

Wanted to go to a four year college.

Was accepted for transfer to University of Maryland, however did not go. Family has moved to Charles County and he has enrolled there at CCC this spring.

Went back to University of Maryland.

HERE AS NON-CREDIT

Job sending her to non-credit classes here this semester.

What was the major reason for your not returning to Prince George's Community College this semester?

GOAL ACHIEVED

Already has B.A. Extra courses at PGCC were for job help.

Audited one course. Will return if and when he finds a course at Laurel that he is interested in.

Came to the college for specific courses and completed them.

Completed course to help work requirements.

Completed course.

Completed degree course requirement.

Completed requirements for AA.

Concurrent high school student. Only wanted to take "that one course."

Continuing education at University of Maryland. Has 60 credits from PGCC and may return here if 3 credits will not transfer from UM to PGCC for her AA here.

Didn't come for a degree -- only came to take one course in cost accounting.

Didn't need to take anything.

Employed here part-time in library. Just wanted one class in word processing. Completed that course.

Fall class for real estate license. Also attending Bowie.
Few courses taken. None in particular. Busy at work.

Had a goal of taking a single job related course. This was completed.

Has a two year degree.

Has two degrees. Course he took was personal enrichment course.

Immediate goal achieved. Learned to play banjo, so took an introductory music theory class.

Is a senior citizen. Went to Florida for winter - just got back.

What was the major reason for your not returning to Prince George's Community College this semester?

Will register in summer or fall for personal enrichment.

Just taking courses once and a while as the interest comes up.

Needed one course, completed this course, and has graduated from another school.

Normally takes non-credit courses. Senior citizen who just happened to take a credit dance course in fall 1987.

Only for personal enrichment.

Only needed one class for job. Already has two degrees.

Planned only to take an English course and did that. Good instruction.

Satisfied immediate need - took one TV production course.

Student at University of Maryland in architecture. Wanted to change to engineering. Took pre-engineering.

Takes classes only for pleasure.

Taking accounting courses for upgrade in government work. Twenty four credits required. Took thirty credits.

To take one class.

Took course needed for teacher certification.

Was taking some real estate courses and discovered she had no real interest in continuing in that area.

OTHER

1988 has been a bad year.

As an engineer, he is interested in certain things.

Didn't like to go at night.

Didn't register in time.

Dropped fall classes for personal reasons.

What was the major reason for your not returning to Prince George's Community College this semester?

Got mugged (not on campus). Afraid to go out at night.

Just wanted to.

Moving to Hawaii.

Moving.

No real reason. Plans to return in the fall. Doesn't want to go in spring semester because of bad weather in the winter months.

Not in area.

Personal reason. Made several attempts to withdraw. Got zero in mail. Talked to registration office and Dean of Instruction first.

Personal reasons. Wrote a letter to the college explaining why he was not coming back to the college.

Personal.

Personal. Accompanied daughter performing in Broadway show.

Real estate -- cheaper through real estate firm. Not interested in liberal arts education or degree.

Teaches at the college.

Too many personal pressures and responsibilities.

Transportation.

Transportation.

Transportation problems.

Trying to decide on career.

Winter weather.

Winter weather. Doesn't like to drive in the winter.

Could the college have helped you in any way which would have influenced you to return to Prince George's Community College this semester?

MAKE COURSES/SCHEDULING MORE AVAILABLE

Let her take the second accounting course without taking another course.

Could have helped with employment through courses.

Didn't like the type of study offered in trouble shooting in electronics.

Help her find a better paying job to be flexible to class schedule.

If ENGR 205 or 206 (methods course) would be offered in summer.

If class was not cancelled.

If more weekenders in finance.

If they offered a telecredit course in improving reading skills.

More creative writing courses.

More special programs such as work or job programs.

More courses in folk or bluegrass.

Not cancel classes.

Offer more classes/sections of classes. One section was at a bad time (Spanish 202).

Offer shorthand courses for two or three days a week instead of one day. Too difficult in one day.

Offer non-credit electrical course for credit.

Offer needed courses in spring.

Only if they offered auto courses leading to two year degree.

Part-time employees could get half tuition reimbursement.

Send survey to students to encourage discussion and problem solving. Working students only available on weekends. Survey students' interests for weekend offerings and times.

Could the college have helped you in any way which would have influenced you to return to Prince George's Community College this semester?

Took a course in career development and was interested in that field - if there were more courses offered in this she would like to take them.

Wanted to take at least four evening classes and could not coordinate the times.

Will come back right away if times of courses are changed.

Better selection and scheduling of evening classes; better bus transportation to the school in the evening and extension centers.

If he had talked to counselor possibly he would have selected another course.

Look at the course description.

OFFER UPPER LEVEL COURSES/FOUR YEAR COLLEGE

Offer advanced courses.

Offer four year college curriculum.

Would have continued if it had been a four year institution.

Only if four year degree would be offered.

PROVIDE SERVICES

Baby sitting.

Because CGP requires algebra and had never taken it. Took Psychology 101 and really liked it.

Better counseling.

Better financial aid programs needed to attend classes.

Better advice.

Child care or children's courses.

Could the college have helped you in any way which would have influenced you to return to Prince George's Community College this semester?

Could have offered shuttle bus service.

Courses he has left are not offered very often. Needs help figuring out when to schedule classes.

Did not receive any pamphlets -- more information from college was needed. There was no push or follow-up when she didn't return.

Financial aid. Not really a big deal, but would be nice.

Didn't receive any current schedule for spring although she lives in Prince George's County.

Financial help.

Financial aid.

Financial aid information.

Financially.

Friends and personal attention.

He tried to call his instructor (last semester) repeatedly to discuss his grade and the calls were never returned. He would have tried harder to find a class if he had been encouraged by this instructor.

Help in deciding on a career.

Help to get a grant or financial aid.

Help with financial aid.

If he had received financial aid.

If the withdrawal situation had been cleared up.

Knowledge of INC policy.

Need tutoring help for BASIC course.

Need to improve reading and engineering skills.

Tutors are unavailable at night for English.

Could the college have helped you in any way which would have influenced you to return to Prince George's Community College this semester?

Pay me to go to school.

Registration made easier. Not such long lines.

Send letter to discuss.

Tutoring in English.

Withdrew from classes after four weeks in Fall 1987 and couldn't get any money back. If the college could have given some money back, he might have registered this spring.

Work out a way for him to get his AA in accounting here without losing a lot of credits. Would need temporary financial aid for 30 to 40 days.

Tutoring.

IMPROVE QUALITY OF INSTRUCTION

Better instructors.

Could have graded portfolio more quickly.

Improve quality of instructor. No one in the class pursued their complaints about instructor with administration.

Whole class went to head of department to complain. Teacher announced when she wasn't going to be there. Wasn't there for exam. Student didn't learn enough and would like to take class over free. Class was finished by substitute.

IMPROVE ATMOSPHERE

Liked the teachers but not the atmosphere.

ADDITIONAL COMMENTS

Student is in last semester of religious program at Trinity College sponsored by her parish. She would like to take business courses at PGCC, but they are far different and she needs to devote energies to complete program at Trinity.

Can't come back for awhile. Have twin sons now!

Definitely coming back!

First attended the college in 1964 when it was still at Suitland High School!

I know I can get a good education, I just have to apply myself!

Job demands make college feasible only during the fall.

The prerequisite classes were the best thing I've done in my academic career. At PGCC I took classes that at Maryland are weed-out classes. At PGCC I got a full understanding of the subject; I don't think I would have gotten that at Maryland. I really appreciated the quality of what I got at PGCC. The only reason I left was because I achieved my goal.

If I had a choice I would rather go to PGCC than University of Maryland for a four year degree in interior design. The counselors and the teachers of PGCC were much more helpful.

Had problems with computer courses.

I liked the classes very much but was unable to finish because of a car accident.

Came to PGCC from University of Maryland. Found PGCC much more personal, more helpful. Didn't feel "lost in the shuffle" as she did at UM.

I commend the college for all the good work they're doing. I would like to even come full time here, but employment commitments prevented this.

I did withdraw because I lost interest.

Not interested in child care on campus.

After transfer to Maryland, may return to take a few math courses. Enjoyed coming here.

Registration was very slow process. Took course at AAFB. Book purchasing process too lengthy.

Would have signed up this semester if not moving. Great experience at college. Classes were very convenient.

Interested in personal enrichment course when one is available.

Plans to become a full time student if he can work out a schedule with his job. He feels he would do better taking day classes.

Need night class.

Course he took was too fast paced. Felt he was not self-disciplined to work harder.

Wants a quick degree. Will probably go to a trade school. Exploring requirements there.

She has not left the college, but is taking non-credit courses.

Thought the teachers were really good to give extra attention when he did poorly.

Very well organized survey.

A P P E N D I X C

DOCUMENTS

PROJECT SPECIFICATIONS
SURVEY OF NON-RETURNING STUDENTS

OVERVIEW

The College-wide Ad Hoc Working Committee on Retention has been charged by the President to conduct a retention needs assessment. The committee has determined that a part of that package would be a survey of "non-returning students" -- individuals who have attended the college in a particular semester, but not returned the following semester. The following is a proposal for a telephone survey of those non-returning students.

RESEARCH QUESTIONS

1. What are the reasons students do not return to Prince George's Community College?

2. What could the college have done/do to influence these non-returning students to stay?

RESEARCH DESIGN

Survey Method: The Office of Institutional Research and Analysis recommends a telephone survey of a randomly selected sample of the approximately 5,000 students who will not return between Fall 1987 and Spring 1988.

A telephone survey is recommended over a mail survey because of the nature of the population being surveyed. An individual who has attended PGCC and not returned may be less likely to fill out and return a questionnaire from the college than other groups that have been surveyed such as PGCC graduates. (Montgomery College had only a 12% response rate when they surveyed non-returning students by mail in FY86.) A low response rate would necessitate follow-up telephone calls to determine if a response bias existed, i.e., whether the respondents differed from nonrespondents regarding the issues under study. A telephone survey is the most reliable way to ensure that the results will be representative of the entire population of non-returning students.

Development of Survey Instrument: The Office of Research and Analysis will develop a questionnaire appropriate for telephone use which will address the research questions identified earlier in this document.

Pilot Testing of Instrument: The research office will conduct a minimum of 10 interviews to test the instrument for effectiveness in eliciting useful information and for ease of administration.

Selection of Random Sample: Approximately 400 completed interviews would be necessary to obtain a tolerated sampling

error of +/- 5 percent at a 95 percent confidence level. (This means that if the survey found that 20 percent of the individuals surveyed did not return to PGCC due to conflicts with employment, we could be 95 percent certain that the actual percentage of the approximately 5,000 non-returning students who did not return due to employment conflicts was between 15 and 25 percent.)

The Office of Research and Analysis will select an adequate random sample to ensure 400 completed interviews.

Training of Interviewers: Interviewers must attend a training/practice session. It is imperative that each interviewer asks the questions and probes for answers in the same way, using as close to identical words as possible. It is recommended that no more than 10 interviewers be used to ensure this needed consistency.

The Office of Institutional Research and Analysis will provide training in proper interviewing techniques and the specific requirements of this survey instrument.

Phone Room Supervision: It is recommended that the telephoning be conducted between 6:00 and 9:00 in the evening with at least one afternoon session (2:00 - 5:00) to call those individuals who could not be reached in the evening. A member of the research office staff will supervise the interviewing, answer questions, disseminate telephone lists to the interviewers, and keep track of numbers of calls made, call backs and completed interviews.

Selection of Interviewers and Arrangement of a Phone Bank: It is estimated that it will take 80 "person hours" to complete 400 five minute telephone interviews. Taking into account wrong numbers, no answers, refusals, and leaving messages, approximately 5 interviews can be completed each hour by each person. At that rate 10 interviewers could complete 400 interviews in a little less than 3 three hour shifts.

NEEDED:

1. Up to 10 interviewers (suggest faculty/staff volunteers) available evenings 6:00 - 9:00 and one afternoon 2:00-5:00 starting September 28, 1987.
2. A room on campus with up to 10 phones available during the same hours listed above.

Data Analysis and Completion of a Written Report: As the interviews are completed, data can be entered into a database for SAS analysis.

The Office of Research and Analysis will provide for data entry and analysis, and will prepare a written report summarizing project methodology, survey findings, data analysis, and conclusions. Any recommendations will be prepared by the Retention Committee and issued separately.

PRINCE GEORGE'S COMMUNITY COLLEGE
Office of Institutional Research and Analysis

Survey of Nonreturning Students
Fall 87 - Spring 88

CHEAT SHEET

COVER PAGE

1. The name, social security number, and phone number of the person to be interviewed is already on the cover page. Do not accept the opinion of parents, spouse, etc. Interview only the person listed.

2. Each time a call is made, note the date, time, your last name, and the outcome of the call.
   - **IC** - Interview completed.
   - **PAR** - Interview partially completed - **AVOID.**
   - **CB** - Call back - specify a time when we can call the person back.
   - **LM** - Left message for the person to call us back. This includes messages left on answering machines. Message should state "Please call the Research Office at Prince George's Community College between 9 AM and 4 PM at 322-0722."
   - **REF** - Refused - specify why.
   - **NA** - No answer.
   - **WN** - Wrong number.
   - **DISC** - Disconnected.

   If the person is unavailable i.e., away at college, out of town, please write down the specific circumstances.

QUESTIONNAIRE

Question 1. A screening question, in case the name of a current student was included in the list by mistake.

Question 2. The list is made up of people who were not students in Spring 88 as of the official third week stat date. This question will enable us to categorize those who went through the registration process but dropped out before third week.

Question 3. This is an attempt to capture the person's major reason before it is biased by the responses in Question 4. **If the person has answered 'yes' to Question 2,** you might rephrase the question to read, "What was the major reason for your not completing the spring semester at the college?"

Question 4. This is the heart of the survey. Please, be sure to get a proper response for each reason. You may have to remind the person periodically to tell you whether the item was a major reason, a minor reason or not a reason for the decision not to return. Even if the response to question 3 seems clear and complete, i.e., transferred to UM, joined the military, you still must ask question 4 in its entirety. However, you may want to rephrase the question slightly - "I'm going to read some <u>other</u> possible reasons..." or "Please tell me, for each one, whether it was a major reason, along with [response to question 3] ...

Question 5. If yes, specify how. If the person has comments in addition to a "no" response, please record them on the bottom half of the page.

Question 6. If yes, specify when.

PRINCE GEORGE'S COMMUNITY COLLEGE
Office of Institutional Research and Analysis

Survey of Nonreturning Students

(Fall 87 - Spring 88)

April 1988

Student Name: _____

Student SSN: _____

Student Phone #: _____

CALL RECORD

Date	Time	Interviewer	Outcome	Comment

Outcome codes:

IC	Interview Completed
PAR	Partially Completed
CB	Call Back (Specify when)
LM	Left Message
REF	Refused (Why?)
NA	No Answer
WN	Wrong Number
DISC	Disconnected

PRINCE GEORGE'S COMMUNITY COLLEGE
Office of Institutional Research and Analysis

Survey of Nonreturning Students
Fall 87 - Spring 88

Hello, my name is _____ from Prince George's Community College. I am calling because the college's records show that, although you were a student here during Fall 87, you are not currently registered for any courses this Spring. We'd like you to answer a few brief questions to help us find out some of the reasons students might not return to Prince George's Community College.

1. Are you currently enrolled in any credit courses at Prince George's Community College?

YES 1
NO.....2

→ Our questions are for students who are not taking credit courses this semester. Thank you for your time.

(TERMINATE INTERVIEW)

2. Did you begin the registration process for any credit course in the Spring 88 Semester?

YES..... 1
NO 2

→ (IF NO, GO TO QUESTION 3.)

→ 2a. Did you complete registration for any credit course and then drop that course?

YES..... 1
NO..... 2

3. What was the major reason for your not returning to Prince George's Community College this semester?

_____

_____

_____

4. I'm going to read some possible reasons for a student not returning to college. Please tell me, for each one, whether it was a major reason, a minor reason, or not a reason for your decision not to return to Prince George's Community College this semester.

	MAJOR REASON	MINOR REASON	NOT A REASON
3a. Transferred to another school. Please specify name of school_____	1	2	3
3b. Full-time employment demands.	1	2	3
3c. Immediate educational goal achieved.	1	2	3
3d. Class times were not convenient.	1	2	3
3e. Relocated to another area.	1	2	3
3f. Change in family situation.	1	2	3
3g. Child care difficulties.	1	2	3
3h. Undecided about your goals.	1	2	3
3i. Financial reasons.	1	2	3
3j. Health reasons.	1	2	3
3k. Poor high school preparation for college.	1	2	3
3l. Academic problems due to poor personal study habits.	1	2	3
3m. Poor grades.	1	2	3
3n. Difficulties with registration.	1	2	3
3o. Lack of support/poor advice from counselor or advisor.	1	2	3
3p. Desired course(s) not offered.	1	2	3
3q. Lack of attention from faculty.	1	2	3
3r. Poor quality of instruction.	1	2	3
3s. Lack of knowledge of where to find needed help.	1	2	3
3t. Insufficient time due to other responsibilities.	1	2	3
3u. Other (please specify)_____			

5. Could the college have helped you in any way which would have influenced you to return to Prince George's Community College this semester?

YES..... 1
NO..... 2

(IF NO, GO TO QUESTION 6.)

(IF YES) 5b. How? _____

_____

_____

_____

6. Do you plan to return to Prince George's Community College?

YES.....1
NO.....2

(IF YES) 6a. When? _____

That completes my questions. Thank you very much for your help.

APPENDIX D

ACKNOWLEDGEMENTS

VOLUNTEER TELEPHONE INTERVIEWERS

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Dottie Sullivan
Sarah Thomas

ERIC Clearinghouse for
Junior Colleges

NOV 30 1990